



NORTHERN ILLINOIS UNIVERSITY

Affirmative Action and Equity Compliance

Sample Candidate Evaluation – Diversity and Equity

The items that follow are intended as samples, and do not constitute a required list. These are examples that hiring departments and search committees can use to help them assess candidates' commitment to and experience with creating inclusive and equitable educational and workplace environments.

These samples include a range of items that might be useful in evaluating people applying for all kinds of positions, with various levels and types of responsibility. Not every item is appropriate for every position. In addition, there are many different ways to evaluate candidates on particular criteria, so some of the items may be similar but with slightly different emphases. Review the items to see how they are designed, and see whether you find any that are particularly appropriate for the position you are filling. You may adapt items to make them more relevant to the functions of the job. You may also write your own items that are tailored to the needs of your unit. We have provided some options for wording [in brackets] that may help in adapting items for different roles and responsibilities.

COMMITMENT TO DIVERSITY EVALUATION ITEMS (i.e. philosophy, attitude)

1. Demonstrated commitment to diversity and ability to work in a diverse environment
2. Demonstrated commitment and sensitivity to the importance of diversity in the attainment of organizational goals and objectives
3. Evidence of active commitment to diversity and inclusion
4. Demonstrated ability to advocate for diversity education and initiatives

KNOWLEDGE/UNDERSTANDING OF DIVERSITY EVALUATION ITEMS

1. Evidence of knowledge/understanding of diversity and equity issues, particularly as relevant to own field
2. Evidence of a complex or intersectional understanding of diversity
3. Knowledge/understanding of [strategies] [skills] [best practices] for establishing an inclusive community
4. Knowledge/understanding of diversity issues and trends in higher education
5. Evidence of [complex understanding of] [strategic thinking about] diversity and equity issues

6. Knowledge/understanding of how to engage others in [thinking about] [discussing] [learning about] diversity
7. Knowledge/understanding of leadership strategies to [promote diversity] [address diversity and equity issues]
8. Knowledge/understanding of teaching strategies to [incorporate diversity into curricula] [manage classroom discussions of diversity] [enhance student understanding of diversity]
9. Knowledge/understanding of [diverse cultures within the US/US minorities] [diverse cultures from other nations]

PAST EXPERIENCE RELATED TO DIVERSITY EVALUATION ITEMS

1. Experience working with [diverse populations] [underrepresented groups]
2. Demonstrated ability to establish rapport with diverse populations
3. Evidence of experience and effective performance working with others to promote a [welcoming] [collegial] [inclusive] environment
4. Demonstrated experience in developing and implementing services and programs to promote diversity
5. Evidence of ability to build diverse teams/groups
6. Demonstrated experience in leading cross-cultural dialogue
7. Evidence of experience in dealing with cross-cultural conflicts or tensions
8. Evidence of [innovative thinking] [innovative practices] to [reach] [serve] [teach] diverse populations
9. Evidence of [teaching] [research] [scholarship] that addresses diversity
10. Evidence of ability to [incorporate topics related to diversity into teaching] [teach diverse student body]
11. Demonstrated experience in addressing concerns of diverse [students] [communities] [populations]
12. Demonstrated experience in incorporating diversity into [programs and services] [courses] [course objectives] [learning objectives]
13. Demonstrated experience in assessing diversity initiatives and their outcomes
14. Demonstrated experience recruiting, hiring, training and supervising a diverse workforce.